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AUTHOR Queen, Nettie, Ed.; Smith, Hubert, Ed.
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ABSTRACT

General information about job placement services for high school students and suggestive measures for implementation are included in this brochure prepared for school personnel. Several reasons for utilizing placement services in public schools are offered as well as suggestions concerning the roles and responsibilities of the placement coordinator and other personnel and agencies. Other topics include the requisites of a successful program, recordkeeping, and suggested steps in program implementation. Specific functions of persons concerned with implementation of placement services in public schools are listed and charted. (NJ)

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JOB PLACEMENT SERVICES:

AN OPEN DOOR TO OPPORTUNITIES

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INTRODUCTION

All schools have a responsibility to provide job placement services for students. This is true not only because it accomplishes a basic objective of education but also because such a program will satisfy a real need of many students. Both of these objectives can be facilitated through greater occupational preparation of students in public schools and through an increased articulation of services and coordination between educators, employees and the community.

This brochure is intended to provide some very general information about job placement services and to present suggestive measures that may be helpful in implementing such services.

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ACKNOWLEDGEMENT

This monograph was prepared to give Texas school personnel some general and introductory information relating to the formulation and implementation of a job placement service.

Special recognition and acknowledgement is given to Dr. Ambrose D. Adams, Project Coordinator and Director of Continuing Education for the School of Industrial Education and Technology, Prairie View A&M University. Dr. Adams assembled and compiled the information for and wrote the monograph. Recognition is also given to the task force of individuals representing business, industry and education who comprised a committee to provide input relative to job placement services during the initial stages of the project.

Credit is due Miss Nettie Queen and Mr. Hubert Smith for their work in editing the material. Recognition is also given to Mr. Clarence Porter for the illustrations included in the monograph.

WHY JOB PLACEMENT?

One of the most critical problems that the American Educational System faces today is that of providing an effective system of education that will facilitate the transition of youth from school to employment. This is especially true of those students whose education is curtailed prior to graduation or those who are unable to pursue formal educational training beyond high school.

The effectiveness of the school in meeting this problem will very often be the deciding factor in determining how productive its students will be.

TRAINEE

Job Placement services can go far in realizing the essential requirement of education to prepare students for the transition from school to the labor market. Aside from the basic reason of facilitating the transition from school to labor, the following are important specific reasons for utilizing placement services in public schools:

- To develop student career knowledge in order to assist them in making vocational program choices.
- To provide a practical and meaningful recourse for all public school students.
- To fill curriculum gaps experienced by some students so that they may attain a higher degree of self-realization.
- To expand career information and opportunities for all students.
- To provide job experiences as an integral phase of the curriculum in helping students enjoy greater educational relevance.
- To improve public relations and expand coordination with business and industry.
- To improve lines of communication among counselors, teachers, administrators and cooperative education program coordinators.

WHO HAS RESPONSIBILITY FOR JOB PLACEMENT?

COORDINATOR

COUNSELOR

TEACHER

The success of job placement services is contingent upon the cooperation of all teachers, counselors, administrators and other personnel concerned with the operation of the activity. Although counselors and teachers will play a very important role in providing placement services, the placement coordinator should have the primary responsibility for the operation of the placement activity and, consequently, will be the principal preson in all operations relating to placement activities.

The size of a school district may dictate who will perform the duties as coordinator of the placement activity. In small school districts where an adequate number of persons may not be available for placement services, a teacher or counselor may coordinate placement services.

Regardless of the size of the school district or the number of persons available for placement services, someone should be designated as a full-time placement coordinator. The importance of the activity should not be lessened because of the size of a given school district.

OTHER IMPORTANT PERSONNEL AND AGENCIES

In addition to the job placement coordinator who will be the principal person for implementing job placement activities, the presence and/or full cooperation of the following are essential for the success of such activities.

PRINCIPAL

It is essential that the principal be committed to making job placement activities successful and that his cooperation is evident at all times.

SECRETARY

CLERK

An adequate number of secretaries and clerks may be essential for the necessary typing, filing and general clerical duties that will be performed in the placement office.

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ADVISORY COMMITTEE

The advisory committee can be used to bring about coordination and cooperation between schools and prospective employers and is of utmost importance to the placement services.

PLACEMENT CENTER

The placement center should be centrally located and all information pertaining to placement services **should** be filed at this location. This need not be a separate building but **ideally** should be located separately from other school activities.

INDUSTRIAL COMPLEX

The school district should have an adequate source for the placement of students on jobs. Representatives of business and/or industry may be used as valuable resources to enhance placement activities. It is essential to have adequate programs and facilities for training students for employment. This is essential for the success of the job placement activities.

Personnel and other resources that comprise a particular job placement activity will vary according to the availability of these resources in each school district.

ADDITIONAL PERSONNEL AND FACILITIES

The following additional personnel and facilities may be utilized as they become available:

- Vocational Director
- Vocational Counselor
- Regular Faculty Members
- Additional Personnel for Conducting Follow-up Studies
- Testing Centers
- Personnel of Regional Service Centers

STUDENT

INDUSTRIAL WORKER OR VOCATIONAL STUDENT

GRADUATE

WHO WILL BENEFIT FROM JOB PLACEMENT SERVICES?

A basic commitment of American education is to assure that every young person completing a school program will make gainful advancement toward some useful and rewarding occupation.

With this commitment in mind, job placement activities should provide services for all students at appropriate age and grade levels.

Initial efforts to implement job placement services may be started with students in vocational education programs. It is important to note, however, that the ultimate goal should be to provide services for all students in a given school district.

The benefits derived from placement services will be mutually rewarding to schools, students, industrial and business concerns, and communities.

WHAT WILL MAKE THE PROGRAM SUCCESSFUL?

The organization and effective implementation of job placement services are contingent upon a commitment on the part of all persons concerned. Some important considerations in organizing and implementing a job placement service may include the following:

- A commitment on the part of the principal, "high level" personnel in education, business, industry, labor, the community and other affected areas.
- Necessary personnel, facilities, and time to put the activity into action and to effectively sustain its operation.
- The cooperation of all persons concerned in organizing and implementing the placement activities.
- An effective educational program to familiarize all persons concerned with the objectives of placement services and procedures to be followed in implementing such activities.
- An effective public relations program.
- Necessary Funding.

PLANS PUT INTO MEANINGFUL .... ACTION

IS A FORMAL RECORDKEEPING SYSTEM NECESSARY?

An efficient recordkeeping system is essential to effectively carry out job placement services in public schools. Forms, records, and other related material should be executed as necessary and filed in the placement office.

Placement records serve not only immediate uses for which particular data is intended, but also provide a basis for conducting evaluation and follow-up studies of the placement services.

The number and composition of forms, records or other instruments used to gather data for placement services may vary according to the needs or discretion of each placement coordinator. However, the following may be considered basic minimum instruments for gathering and maintaining information for placement operations:

- Job Application
- Student Resume
- Student Placement Record
- Referral Form
- Student Exiting Information Form
- Employer's Card
- Master Job Availability Form
- Student Job Registration Form

Other instruments may be devised by individual school districts to meet particular needs. Samples of such instruments and related material is available in a *Job Placement Model* from the Division of Occupational Education and Technology, Texas Education Agency.

IMPLEMENTING THE SERVICES

Job placement activities may be organized and implemented in various ways. The following steps are presented in broad terms and are intended to be suggestions that may be altered to suit the needs of particular school districts:

STEP 1 ☛ Conduct a thorough study of existing school and community conditions and facilities as they may relate to the operation of a job placement activity. Items of particular interest may include:

- A study of the availability of jobs within the community.
- Programs available for training students for the labor market.
- Program enrollments and quality of programs.
- An evaluation of existing placement services.
- Development of tentative plans for the implementation of the job placement program.

STEP 2 ☛ Establish good public relations with all persons and agencies concerned in order to create interest and action in the establishment of a job placement service. This should be done with great care and thoroughness and should be an on-going activity.

STEP 3 ☛ Formulate an advisory committee to assist in the formulation and implementation of the functions of the placement service. This is a step of great significance in that the advisory committee may consist of prominent community citizens who may be very instrumental in making necessary contacts and in generating and disseminating information about job placement activities.

STEP 4 ☛ Conduct an in-depth study of the needs, acceptance and plans or steps for implementation of the job placement services. This should be done with the full cooperation of the advisory committee and all other persons concerned.

STEP 5 ☛ Put the plan(s) into action that were formulated with the assistance of the advisory committee and other pertinent personnel.

STEP 6 ☛ Conduct periodic evaluations and follow-up studies to adjust and improve the services.

WHO DOES WHAT IN IMPLEMENTING SERVICES—SOME SPECIFIC RESPONSIBILITIES

The placement coordinator, the advisory committee, students, teachers, employers and others concerned with placement services in public schools perform specific functions to assure the effective implementation of placement services. All coordinate and direct their efforts toward the ultimate objective of job placement—the transition of students from school to the labor market.

The following are some functions of persons concerned with implementing placement services in public schools:

The Placement Coordinator. The placement coordinator is the principal person in the implementation of placement services and coordinator of all placement activities. Some duties of the placement coordinator are:

- Implements administrative policies related to job placement.
- Coordinates his activities with those of vocational teachers, cooperative program coordinators, the local director of vocational education, where applicable, the guidance program, classroom teachers, employees and outside agencies.
- Advises teachers and students on present and projected employment needs and recommends job application procedures as desired by individual employers in the school's service area.
- Instructs teachers and students in the preparation of resumes, job applications, job interview skills and job searching techniques.
- Maintains files of all information pertinent to the operation of this activity.

- Makes necessary contacts to solicit jobs for students.
- Keeps abreast of labor law requirements.
- Works with the advisory committee in planning and implementing placement services.
- Conducts follow-ups and evaluates placement activities.
- Provides in-service training programs for all concerned.
- Establishes procedures for pre-employment activities.

The placement activity should be operated in coordination with other placement services.

The Advisory Committee. The advisory committee may be used to assist in bringing about the necessary coordination and cooperation between the schools and prospective employers.

Some committee functions may include the following:

- Performs public relation functions.
- Recommends strategies for placement services.
- Assists in assessment of placement services.
- Assists in formulation and dissemination of placement materials.

Student. The student will be the primary beneficiary of the placement services. Some duties may include the following:

- Register with job placement office upon enrollment in a vocational or training program.

- Complete application forms.

- Develop resume.

- Complete application forms.
- Develop Techniques in Job Finding and Interviewing.

- Have instruction in finding jobs.
- Have practice in job interviews.
- Have experience in effective use of placement services.

Teachers, Counselors. Teachers, counselors and other persons should assist in whatever ways necessary to implement placement services.

Some duties may include the following:

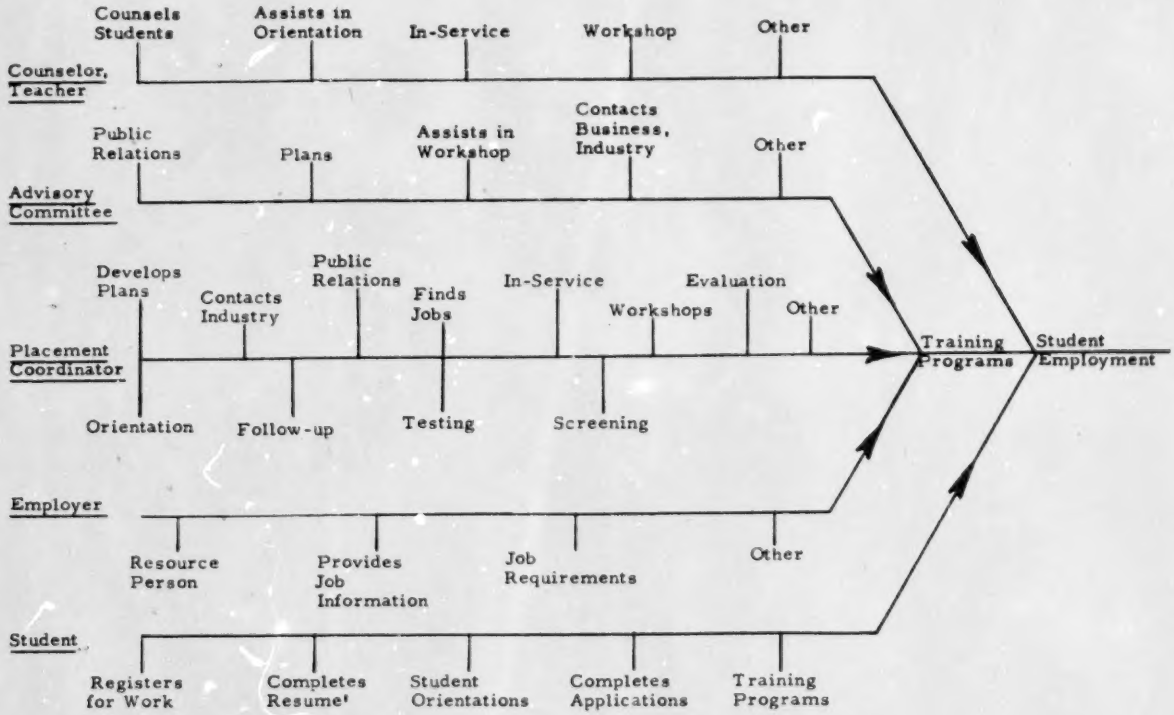
- Assist in orientation of students in placement matters.
- Assist in presentation of in-service training.
- Counsels students on placement matters when and where necessary.
- Teacher or Counselor may perform duties of placement coordinator where he or she is designated.
- Performs such other duties as would facilitate the accomplishment of placement objectives.

Employers. The employer is a very essential ingredient in placement services. Some functions may include the following:

- Serves as member of advisory committee.
- Serves as resource person for in-service training program.
- Provides placement coordinator with job availability information.
- Coordinates with school in planning and implementing training programs for students.
- Performs other duties as needed.
- Provides Job students.

* PERSONNEL RESPONSIBILITIES

* Although the building principal is not listed on the chart below, his commitment to the placement program is most essential for its eventual success.



HOW TO OBTAIN ADDITIONAL INFORMATION

The information presented in this brochure is very general and suggestive in nature. It is intended to acquaint readers with some aspects of job placement services that may be helpful in implementing such services in public schools in Texas.

Additional information about job placement services may be obtained from the Division of Occupational Education and Technology, Texas Education Agency, Austin, Texas.